University Logo


**EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT – 2019/2020**





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# INTRODUCTION



This is the ninth Equality, Diversity & Inclusion (EDI) Annual Report, as required by the Equality Act 2010 and Public Sector Equality Duties (PSED) 2011 for Wales.

A key requirement of the PSED is for the University to publish an annual report on compliance with its duties. This report aims to fulfil this requirement for the academic year 2019-2020.

Further information relating to the University’s Equality and Diversity policies and procedures and other guidance can be found by clicking [here](https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/)

# **EQUALITY, DIVERSITY & INCLUSION OBJECTIVES** **UNDER THE PUBLIC SECTOR EQUALITY DUTY**

Wrexham Glyndŵr University (WGU) aims to provide an environment that respects and values the positive contribution of its stakeholders, enabling them to achieve their full potential and gain benefit and enjoyment from their student experience. The EDI Objectives that support the reporting period for this document cover the periods April 2016 to March 2020 and April 2020 to March 2024. EDI priorities were reviewed and updated during this reporting period resulting in the Strategic Equality Plan (2020-2024), which was launched in March 2020. Equality, Diversity and Inclusion underpins the University’s Vision & Strategy; in particular, its commitments to:

* Accessibility – in the learning we provide for our students, staff and our community; grounded in a dedication to be inclusive and fair in how we provide our services.
* Supporting our stakeholders – helping all to gain confidence and achieve their potential.
* Inclusivity – creating a community that welcomes students, staff and visitors from all backgrounds, placing them at the heart of what we do, treating them with dignity and respect and providing equality of access at all times.
* Ambition – recognising that there are no limits to learning; supporting our stakeholders with a flexible approach.
* Sustainability – building mutually beneficial relationships with partner universities and further education colleges to meet regional needs in order to support our future growth; in particular in relation to equality, diversity and inclusion.
* Continuous Improvement – developing an inclusive culture within the University, sharing best practice in order to improve our processes and practices to foster inclusivity and develop the diversity of our University community.

The achievement of the objectives will support the achievement of the WGU mission and values:

**Wrexham Glyndŵr University’s mission**:

To inspire and enable; transforming people and places and driving economic, social and cultural success.

**Wrexham Glyndŵr University’s values:**

Accessible, Supportive, Innovative and Ambitious.

# EQUALITY, DIVERSITY & INCLUSION OBJECTIVES

The WGU EDI Strategic Objectives were created in order to support the University’s Strategic Equality Plan and cover the period 2016-2020, with the updated objectives being published in March 2020 (to cover the period April 2020 to March 2024). The purpose of our EDI objectives are to strengthen our due regard for the aims of the Public Sector Equality Duty (PSED). The three aims are the need to:

* Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
* Advance equality of opportunity between people who share a protected characteristic and those who do not.
* Foster good relations between people who share a protected characteristic and those who do not.

The University aspires to deliver a strategy that reflects the needs of our differing stakeholders. The strategy and its objectives establish the University’s commitment to equality, diversity and inclusion under two main themes:

**Objective 1:**

To ensure a learning and working environment that promotes inclusion and equality of opportunity for everyone who studies, works and visits WGU.

* 1. **Student Journey** – an inclusive approach to our student’s experience that promotes equality, diversity and inclusion; enabling our students to thrive and leave with the ability to make successful life and career choices.
  2. **Staff Journey** – an inclusive approach to recruitment, progression and the employee lifecycle that promotes equality, diversity and inclusion, enabling our staff to develop and prosper in an environment where they feel treated with dignity and respect.
  3. **Community Journey** – an inclusive learning and working environment that draws on the diverse perspective and cultural wealth of our local community, enabling our community to benefit and grow with the University.

**Objective 2:**

To ensure that the needs of our students and staff are at the heart of the design and delivery of the WGU Vision & Strategy and related policies and procedures.

2.1 Demonstrate our due regard for the requirements of the Equality Act 2010 by ensuring compliant policies, procedures and processes in relation to equality, diversity and inclusion.

The strategy enables a focussed approach towards the promotion of EDI and fosters collaboration with stakeholders to work towards achieving the aims of the Equality and Diversity Policy for Staff and Students.

**An update on progress made towards achieving the current objectives during the academic year 2019-2020 can be found below:**

* The EDI Action Group continue to work collaboratively to achieve the objectives set out within the University’s current Strategic Equality Plan. The plan and its objectives are a standing agenda item at quarterly meetings; with group members taking ownership of objectives relevant to their remit, interest and role.
* The equality sub-groups continue to thrive and continue to inform, advise and direct progressive actions in relation to their assigned protected characteristic. The sub-groups allow more directed and meaningful action to take place and include:

The Religion and Faith Forum

The Accessibility & Inclusion Group

The LGBT+ Staff Network

The Race Equality Group (formed in December 2020; included for information)

## Disability

Supporting Strategic Equality Objectives: 1.1.1/2/3/7/8/11/12, 1.2.2/4/5/6/9/10/11/ and 1.3.2

The University maintained Disability Confident employer (Level 2) status, denoting that the University is committed to the recruitment and retention of its people with disabilities and health conditions.

The Disability Group are helping to advance the University to Level 3 status, allowing the University to become a Disability Confident Leader. Planned activities include:

* Undertaking a review of recruitment documentation and vacancy resources to ensure full inclusivity.
* Strengthening networking opportunities and the sharing of best practice.
* Ensuring that recruitment panels are committed to the Disability Confident ethos and have an understanding of how to offer and make reasonable adjustments.

Events to help raise awareness and support mental health and wellbeing within the workplace and learning environment during this reporting period have included:

* During World Mental Health Day in October 2019 a number of activities were arranged, including a “Bake Off”, a quiz and a “Pass on the Kindness” relay.
* In During November “stress busting” sessions were delivered to coincide with Stress Awareness day.
* Access requirements for campus buildings are being reviewed and inform Campus 2025 refurbishment plans. As part of the refurbishment work being undertaken, students now have access to an Accessible + room at the Plas Coch Campus. The room is located close to the main entrance and is very accessible. The room can be accessed and egressed by light sensitive activation; contains a height adjustable lectern for presenting and a number of height adjustable desks. The design team worked with the “Outside In” group who provided ideas and suggestions through their lived experience on the needs of those living with disabilities.
* Accessibility Regulationscame into effect in September 2020 with the requirement for all websites and mobile applications to be more accessible. The Digital Learning Team spent the latter end of academic year 2019-2020 reviewing existing online learning resources, delivering training sessions and developing online resources to support staff to enable them to update their content in preparation to work towards compliance.
* During this reporting period the Student Mental Health and Wellbeing Working Group was implemented; a cross University group working together to develop the Health & Wellbeing Strategy and ensure outputs are realised.
* To support the Mental Health & Wellbeing Strategy, analysis of training needs took place This informed a structured staff development plan, identifying key areas where additional support and learning were required by identified staff members, to enable them to fully support our students whilst supporting their own wellbeing. Training will include Mental Health First Aid, Safeguarding, Suicide Prevention and Management Awareness; which will align with the objectives identified as key priorities in the University’s Strategic Equality Plan. The programme will commence in September 2020.
* The University currently has 11 “Time to Change” Employee Champions in place; trained staff who provide guidance and drive forward change by tackling mental health stigma and raising awareness. The Champions have continued to provide support to staff whilst remote working, sending out regular reminders of their contact details and promoting their service.
* During October 2019, the Inclusion Services Team delivered a number of events to support Dyslexia Awareness Week. The programme aimed to empower people with dyslexia; to access support, develop their careers and make a valued contribution to the wider world. A variety of activities were facilitated including updates on assistive technology, support and resources available and an opportunity for students and staff to meet with ex-students and dyslexia specialists to learn from their lived experiences.
* Links to a “Young Person’s Mental Health Toolkit” were shared with students and staff. Launched by the Welsh Government the online toolkit included a playlist of helpful resources, designed specifically to support young people to support their wellbeing through the pandemic and beyond.

## Gender

Supporting Strategic Equality Objectives: 1.1.1/6/7/13, 1.2.1/12/15/16

The University employs a high percentage of female staff working within senior posts. Reports reveal that senior staff show a good representation of female staff, however it is clear that it is within the academic staff where the greatest gender imbalance can be seen, with senior academic roles dominated by males. This is marginal in professional services grades, however significant across all academic roles from Principal Lecturer upwards, which reflects in the University’s gender pay gap. To address this the University is keen to support the progression of female staff and annually funds a number of places on Advance HE’s Aurora Programme; a development programme aimed at female members of staff who work within HE to support their progression to senior posts and address the under representation seen in senior posts within the sector. This year the University funded 11 members of staff (an increase of 6 places on the previous year).

* International Women’s Day took place in March 2020 to coincide with British Science week and included a number of sessions delivered by key female members of academic staff who work within areas historically associated with males. Female members of staff also published Blogs sharing their experience, their influencers and providing examples of the barriers and bias they have faced.

## Gender Identity

Supporting Strategic Equality Objective: 1.1.1/2/4/6/7/8, 1.2.5 and 1.3.3

* The OD&D Manager attended a Train the Trainer event delivered by Stonewall in December, entitled “Trans Inclusion”. This resulted in the CEO of the Student Union and the OD&D Manager developing an LGBT+ Inclusive training session, which included activities to raise awareness of gender identity and expression. This has been delivered to staff and is currently being adapted for online content. Plans are in place to develop a standalone “bitesize” session to explore gender identity.
* During Transgender Awareness Week in November 2019 resources where shared with all staff to provide them with a greater understanding and awareness of individuals who identify as trans; resources included Guides to Being a Trans ally, Steps to Trans Inclusion, How to support Young LGBT People and Inclusive Language handouts
* During Non-Binary Day in July 2020 resources where shared with staff to help them to understand what it means to be non-binary and how they can better support individuals who identify as non-binary.

## Race

Supporting Strategic Equality Objectives: 1.1.1/9/7/8, 1.2.1/2/4/5/12/13/15/16 and 1.3.2/3

* The University strives to increase the representation of staff who identify as BAME, with only 9% of its workforce falling within this protected group. The monitoring of data continues to identify where ethnic imbalances are evident; advertisements for vacancies remain inclusive in an attempt to attract a diverse pool of applicants. Due to the demographics of the local area increasing the representation of BAME staff remains challenging. Working in collaboration with Race Council Cymru and Advance HE the University sources best practice in an attempt to increase numbers.
* During Black History Month (October) members of the Equality & Diversity Action Group hosted a stand at a Wrexham Community event coordinated by Race Council Cymru, promoting the diverse culture within the Wrexham area.
* The University forged a networking relationships with World Awareness of Multicultural Integration (NWAMI) – initial discussions took place with the charity to explore methods of working collaboratively. Due to the pandemic plans to provide a venue for the charity have not been realised, however a number of online meetings have taken place and the University continues to promote their online events and maintain the working relationship.
* Plans were put in place to establish a Race Equality Group to be launched during academic year 2020-2021; with the intention of working towards Advance HE’s ace Equality Charter.

## Religion and Belief

Supporting Strategic Equality Objectives: 1.1.1/5/6/7/8, 1.2.2/4/5/8/10and 1.3.3

* The WGU Chaplaincy Team continue to deliver 1-2-1 support for students and staff of all faith and none and this has continued to take place virtually.
* The Chaplaincy Team hosted a Chaplaincy Networking Event in January 2020, providing an opportunity for those working within a faith setting to share good practice and foster collaborative working within the community.
* The Chaplaincy, in partnership with Wrexham Council established a project called “Chaplains Connecting Communities” (CCC) during this reporting period. The project aims to establish itself as an exemplar model for interfaith engagement and cohesive community practice and is involved in networking activities, promotional work, raising awareness and supporting the pledge for Wrexham to become a Town of Sanctuary.

## Sexual Orientation

Supporting the Strategic Equality Objectives: 1.1.1/2/6/7/8, 1.2.2/5/6/7/10/11/12/13 and 13.2/3

* The University remains a named Stonewall Diversity Champion; with the established LGBTQ+ Staff Network enabling more structured and focussed activity to develop an environment that embraces inclusivity. The network consists of 13 members with a mixture of staff who identify as LGBTQ+ and allies, with cross representation (including student representation) from across the University. Within the academic year 2019-2020 the University were delighted to announce that they had risen a further 60 places within the Stonewall Workplace Equality Index and currently sit at 180th position, advancing 235 places within a period of 2 years. The LGBQT+ Staff Network have continued to work towards making further improvements in relation to LGBTQ+ inclusion at the University, following the recommendations made within the Workplace Equality Index report, received in February 2020.

Due to the pandemic Stonewall announced that they will not be undertaking the index during September 2020 due to the lack of opportunity for organisations to hold events and raise awareness. The LGBTQ+ Staff Network have however continued to promote and celebrate key dates online and will be in a position to provide examples of good practice and progression when submitting evidence in 2021. The following activity has been undertaken between September 2019 and September 2020:

* The group have continued to promote key dates and messages of support to promote awareness via social media platforms.
* The group raised their profile by hosting a stand at the University’s “Glynformation Exchange” in November 2019, which provided staff with the opportunity to learn more about LGBTQ+ inclusion and how they can be involved.
* During World Aids Day in December 2019 the LGBTQ+ Staff Network hosted a stall in the main reception; raising awareness and dispelling myths about AIDS, whilst raising funds to support the charity by selling red ribbons of support.
  + - Due to the pandemic it has not been possible for the Caia Park LGBT+ Youth Group to use the University as a meeting place, however the LGBTQ+ Staff Network have continued to maintain contact and share resources and learning opportunities with them.
* During LGBTQ History Month in February 2020 members of the staff network wrote personal blogs sharing their thoughts around inclusivity and their lived experience to enable staff to briefly “walk in their shoes”.
* During this reporting period the University showed their support via social media for Lesbian Visibility Day, International Day Against Homophobia, Biphobia and Transphobia, the Stonewall Riots Remembrance Day and International Non Binary Day.
* Victim Support delivered a Hate Crime Awareness Session during the recent Engage Staff Conference, receiving excellent feedback from those who attended.
* Staff have also been encouraged to display their preferred pronouns on their email signature strip to remind everyone that we shouldn’t assume an individual’s gender and promote discussion around gender identity.

## General

Supporting Strategic Equality Objectives: 1.1.1/6/7, 1.2.5/6/10/17and 1.3.1

* Project WGUconnect - The Careers & Employability Team in collaboration with the University’s Information Services Team developed an accessible digital resource that enables students staff to discover future career options. The resource is an accessible service that provides a local, national and global vacancy board and helps to organise careers, learning opportunities and an online booking system allowing access to professional services staff and academic partners.
* During October 2019 the University signed the Rare Aware Charter, committing to take action to create a supportive working environment for staff members who either have a rare disease themselves or a close family member, who they care for. An event to celebrate the signing of the charter took place on the 23rd October, 2019, providing the charity “Same but Different” the opportunity to showcase their work in the form of a photographic exhibition.
* During Hate Crime Awareness Week in October 2019 the University hosted a session delivered by AVOW, raising awareness and understanding of hate crime, to enable staff and students to support those who experience such crimes.
* The University has signed the White Ribbon Charter to show their commitment towards preventing violence against women. The OD&D Manager and Student Advisor (Health and Wellbeing) are working through an action plan.
* EDI training sessions continue to be delivered to staff and students; havingw moved to online content.
* Best Practice – the University continues to share best practice and resources with other HEI’s in relation to EDI and contributes to the EDI Welsh Liaison Group on a regular basis.
* A calendar of events and key dates has been developed, enabling effective planning and collaborative activity to create more impact across the University and beyond.
* The E&D Action Group and Executive Leadership Team approved the request for the University to sign the “Dying to Work” Charter. The charter requests that employers commit to support, protect and guide their staff following diagnosis of a terminal illness.

# GO WALES ATWE PROJECT

Funded by Welsh Government and ESF the programme aims to help students to develop their employability skills and improve their chances of obtaining sustainable, graduate level employment when they leave University.

During this reporting period 30 students were accepted onto the programme, with 12 students undertaking their first work experience opportunity and the total number of work related opportunities (including virtual) reaching 19.

The priority aim of the programme is to support students to leave the GO Wales programme at reduced risk of NEET (Not in Education, Employment or Training), during the academic year 2019-2020 21 participants achieved this.

**Case Study: Viktoria (Biological Sciences)**

After leaving the GO Wales Programme, Viktoria secured part-time employment as a Veterinary Nurse Assistance. Viktoria accredits her achievement to the experience, confidence and knowledge she gained as a result of participating in the GO Wales Programme.

## Student Ambassadors

On-campus work experience opportunities are available for students and during this reporting period 50 students have engaged in work experience at the University as Student Ambassadors. Their role involves:

* Sharing their experiences with potential students at open days, UCAS fairs and local schools and colleges
* Assisting the Admissions Team with administration
* Updating social media #WGUInsiders
* Responding to potential students questions via the “Unibuddy” team

## Careers & Employability Team

The Team play a pivotal role in supporting the implementation of the WGU Employability Strategy 2018-2021, offering a range of career and employability services supporting student and graduates with their career goals.

The Team facilitated a number of community events during academic year 2019-2020, including:

| **Event** | **Information Relating to Event** |
| --- | --- |
| Annual Careers Fair | The University hosted 55 organisations, with 230 students and 260 community visitors engaging with the event. |
| Volunteering Fair | With 30 students engaging with the Fair. |
| Creative Futures 2020 | A series of talks and interviews where creative professionals shared their knowledge, insight and experiences, with 171 students attending. |
| Future Leaders | A course designed to improve leadership, management, presentation, communication, team work and other career enhancing skills to help graduates reach their full potential, with 22 student completing the course. |
| Make Summer Work for You Programme | A series of workshops dedicated to the employability, skills and knowledge of students and graduates, whilst helping to develop their confidence, resilience and wellbeing. |

# INCLUSION SERVICES



The Inclusion Services Team play a key part in addressing the many barriers faced by the University’s high proportion of disabled students as well as shaping and driving improvements and positively contributing to enhancing and improving the student experience. The team provide input into matters relating to accessibility of learning materials and resources, assistive technology, reasonable adjustments and the inclusive curriculum.

The Inclusion Services Team support students by:

* Arranging pre-application visits
* Assessing students for Disabled Students Allowances (DSA) via the in-house accredited assessment centre
* Providing specialist Non-Medical Helper support (e.g. Specialist Study Skills, Specialist Mentoring)
* Producing individual schedules of adjustments, detailing appropriate support required
* Matching students with Learning Support Assistants, such as Note-takers, Practical Support Assistants and Study Assistants
* Screening for specific learning difficulties and arranging referrals for formal diagnostic assessment
* Negotiating individual exam arrangements
* Liaising with academic staff on student support and adjustment implementation
* Supporting students to apply for DSA funding
* Supporting students with temporary impairments which impact their study
* Working strategically to promote mainstream accessible and inclusive learning
* Promoting disability issues via the Equality & Diversity Action Group; working collaboratively to achieve the objectives set out within the University’s current Strategic Equality Plan.
* Providing transitional activities prior to enrolment
* Providing screening for Irlen Syndrome and offering specialist advice and guidance
* Liaising with the Estates and Campus Management Team; advising on required adaptations to student accommodation and teaching and learning spaces

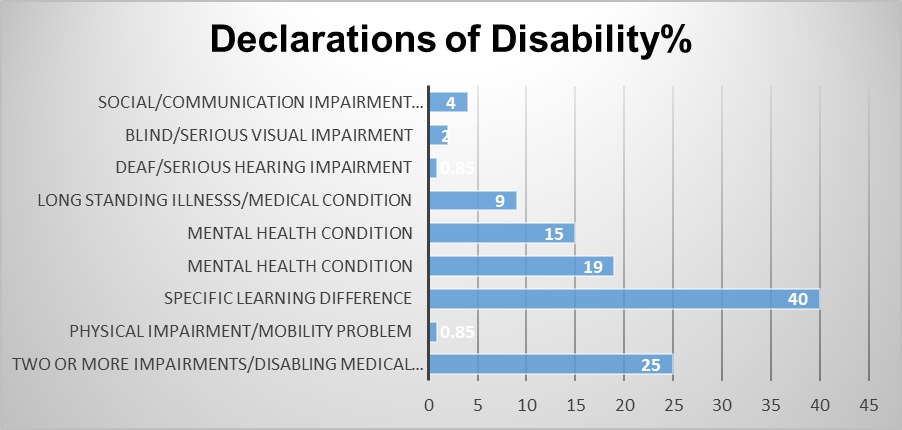
Given the student profile at WGU and the range of complex issues presented by many students the support available has a genuine impact upon student learning outcomes. The team work hard with other professional services teams to ensure that all elements of support available to students is ‘joined up’ and seamless in approach.

All students are offered contact with the Inclusion Student Advisor once they register with the Service in order to establish their disability-related study support requirements.

Students can disclose a disability at any time during their studies and may be eligible to apply for DSA funding. The team offers advice and guidance on mobility difficulties, sensory impairments (e.g. visual or hearing difficulties), mental health difficulties (e.g. anxiety, depression, PTSD), neurodiverse conditions (e.g. dyslexia, AD(H)D, ASC), unseen conditions and long term illnesses (e.g. epilepsy, diabetes, fibromyalgia).

A total of 235 (a reduction of 5 in comparison to the previous reporting period) WGU students attended a DSA Assessment of Need meeting during the academic year 2019-2020; a breakdown of conditions can be found on the following page.

An increase of 4% is seen in the number of students who declared a mental health condition and a 5% increase in the number of students who declared a longstanding illness or medical condition. Adversely a 4% reduction is presented in the number of students who declared a specific learning difference and a 5% decrease in the number of students with a social/communication impairment.



## Student Outreach and Engagement

The service continues to work proactively to encourage prospective applicants, offering holders and enrolled students the opportunity to disclose and register their disabilities and access necessary support and resources as soon as possible. In 2019-20, the Inclusion Service Team were involved in Open Days, transition and welcome week events and delivered induction presentations across faculties. Collaborative working with the Admissions Team has allowed the service to take assertive action to engage with students once they have received their offer enabling the team to undertake a substantial number of DSA Study Needs Assessments before matriculation.

A drop-in service was introduced in September 2019 to support the Student Information Desk. This was positively received and well attended, and has provided students with more flexible options for addressing straightforward queries.

The annual pre-matriculation transition event for incoming disabled students with autistic spectrum conditions and complex mental health needs proved popular and included a range of activities enabling early interaction with students and a range of University services. It provides opportunities to:

* discuss support needs with an adviser from Inclusion Services
* familiarise students with the campus and surrounding area, including routes to the University and town
* help build social networks
* communicate key messages about facilities available and the HE study environment
* early enrolment
* subject specific library tours
* introduction to academic skills
* meet with their support assistant (where appropriate)

Early induction offers personalised support, providing information and guidance and allowing students to ask questions in a safe environment; encouraging social interaction with a small group of new and key support staff. Parents/carers of students can also gain confidence in the University’s capacity to provide appropriate support and are welcome to accompany the student if they wish.

The onsite Assessment Centre and Non-Medical Helper support services were both externally audited as part of the accreditation process to provide DSA services during this reporting period. Both audits achieved 100% compliance against the two specific Quality Assurance Frameworks.

The external auditor highlighted areas of best practice:

‘All requested documentation was provided in a timely fashion. We are particularly pleased to report that staff are committed to providing the best possible service to students, as was demonstrated during our interviews with staff and a review of KPIs where target timescales for conducting appointments and issuing reports are met consistently.

The review highlighted that there are a number of areas of very good practice in place at the WGU Assessment Centre. These include, but are not limited to the following:

* The use of a booking form ensuring that centre staff are able to keep track of the process for arranging assessments, obtaining and reviewing medical evidence and issuing draft and final reports in a timely fashion.
* The Centre operates with an automated database which ensures that KPIs are submitted accurately and in a timely fashion.
* The centre staff demonstrate clear focus towards the needs of each student and a thorough understanding of the requirements of the Quality Assurance Framework.
* The centre facilities are of a high standard and fully accessible for students with disabilities.
* The centre is committed to ensuring that staff undertake regular training, are provided with regular updates regarding changes within the sector and assistive technology.

Inclusion Services staff continue to assist academic and support staff across the University in relation to supporting disabled students. New staff resources are continually being developed including a guide to support academic staff when using E-Vision. This system allows Inclusion Services to publish appropriate sections of students’ Assessment of Needs reports with their permission so that adjustments and examination/time constrained assessment concessions can be put in place for them within their academic departments.

For academic year 19/20, Inclusion Services staff fully customised the shared CRM system for Student and Campus Life. This has allowed more effective reporting of initial queries via the Student Information Desk and has enabled the identification of vulnerable groups from data collected to target support appropriately.

In order to support the student experience and retention, collaborative work across the University has taken place. This has included promoting the ‘When to Refer’ Guide to academic and professional staff via inductions, the staff conference and departmental meetings.

The Inclusion Manager and Senior Student Advisor also attend the Extenuating Circumstances Panels to support the review of EC procedures and provide input into student support issues. The data collected via Extenuating Circumstances procedures is also monitored to target support.

The department also employs a range of disability practitioners with specialist areas of interest. Members of the team are involved in cross University working groups, helping to develop accessible resources, including the ‘Accessibility Working Group’, the Digital Enhancement Working Group and the ADT ‘CREATE’ (Collaboration for Reviewing and Enhancing Assessment and Teaching Excellence) Teams.

The team have also worked with the Health & Wellbeing Advisor on relevant campaigns e.g. Mental Health Awareness as part of the Annual Calendar of Events. The Inclusion team co-ordinated a week-long series of events for Dyslexia Awareness week in October 2019 which was well attended.

For Academic Year 19/20, the department has also introduced termly Learning Support Assistant (LSA) CPD days. These training events recognise the value of the casual support staff who are supporting students with a range of needs. Each CPD day covers a range of topics and has included input from the Specialist Mentor (Mental Health), Specialist Study Skills Tutors as well as guest speakers from the National Autistic Society to provide awareness training.

# CHAPLAINCY



The Chaplaincy Team continue to provide one to one support for staff, students and visitors.

A total of 46 1-2-1 support meetings were recorded during reporting period; a decrease of 61% compared to the previous year. Restricted access to the campus due to the current pandemic, in conjunction with social distancing guidelines has resulted in a reduction of 1-2-1 meetings taking place, which have now moved to online meetings.

The Chaplaincy is involved in organising events within the University and the local community, including:

| **Month** | **Activity Undertaken** |
| --- | --- |
| **August** | * The WGU Chaplains recorded a series of programmes which were broadcast on Calon FM Radio entitled ‘I Believe: You Believe’. The Chaplains represented a number of different faiths, discussing a range of topics with the aim of increasing mutual understanding and discovering common ground. |
| **September** | * As part of the new Student Support Hub the Chaplaincy relocated to the ELC and held a coffee morning to welcome staff and students to the new space. The move has enabled them to provide a separate Quiet Room, which has access to a kitchen and toilet facilities. Plans are being discussed to introduce washing facilities for Islamic staff, students and visitors. * Chaplains were invited to join lectures within the Faculty of Social and Life Sciences and discuss the provision of spiritual care in nursing and social work settings. |
| **October, 2019** | * During World Mental Health day the Chaplaincy Team planned and participated in a “Wellbeing Coffee and Activity” morning, in collaboration with the SU and the Student Support and Wellbeing tea, which included an information stall and craft activities * A series of “Mindfulness and Meditation” sessions were made available for students and staff; delivered by the University’s Buddhist Chaplain. * The team facilitated the delivery of a Student Money Budgeting course delivered by local CAP trainers. |
| **November 2019** | * Chaplains arranged and facilitated the WGU Remembrance Ceremony. * A number of the team attended suicide awareness sessions. * During Interfaith Week the Chaplaincy Team arranged a series of lunchtime lectures for staff and students providing basic introductions to four of the major World Faiths : Paganism, Christianity, Buddhism and Sikhism. * The Chaplaincy Coordinator and Chaplain Philip Main attended the inaugural meeting of the All – Wales HEI Chaplaincies Group. * The Wrexham Church Leaders’ Fellowship visited the Chaplaincy space and received a tour of the campus and its facilities. * The Team participated in the University’s ‘Glynformation Exchange’ event. * The Chaplaincy Coordinator presented a presentation on the importance of mental health support at work during a Time to Change event. |
| **December 2019** | * The Team led the WGU Christmas Carol Service. * The Chaplaincy coordinated and championed the annual Christmas collection, with contributions made to the Wrexham Foodbank.   + - The Chaplaincy Coordinator represented the University at the HMP Berwyn Carol Service. |
| **January 2020** | * + - The University’s Humanist Chaplain delivered an online Humanist information session.     - The second Multifaith Chaplaincy Networking Day was held at the Plas Coch Campus. Approximately 50 Chaplains attended and speakers included Hannah Waite of Theos Think Tank speaking about ‘Science and Religion: Mapping the Landscape , Tim Feak from St Asaph Diocese encouraging participants to consider ‘What’s my Why?’ and Wrexham’s Multi Faith ‘Scriptural Reasoning’ Group. |
| **March 2020** | * Due to the lockdown and the closure of campus, campus events were cancelled. |
| **April 2020** | * The University’s Humanist Chaplain, met representatives from the Wrexham Mosque and Islamic Centre to discuss establishing a Facebook Group to support Muslims in Wrexham during Ramadan. |
| **May 2020** | * The University’s Humanist Chaplain launched the ‘Chaplaincies Creating Communities’ project, providing online information via social media on the effects of lockdown on worship, the practices of various world religions, and the likely impact of Ramadan for Islamic students and colleagues. * Members of the Chaplaincy Team attended a virtual meeting with VIVA, a local group supporting young people in the LGBT+ community and discussed methods of working together to provide support for our students. |
| **July 2000** | * The Chaplaincy Team prepared a series of resources which were made available to staff members to support individuals who may have been bereaved during the coronavirus pandemic. * Work began on plans to provide a 1-2-1 virtual support service for students and staff Microsoft Teams. |

# DIGNITY AT WORK ADVISOR ROLE

The University’s Dignity at Work Policy and Procedure continues to support staff to ensure an environment where staff can work free from bullying and harassment. The University’s Dignity at Work Advisors support the policy and procedure, listening to staff’s concerns and providing a supportive, confidential and informal platform for staff to discuss issues relating to bullying and/or harassment, signposting them to additional support should this be required.

| Number of Dignity at Work Meetings | Female Staff who attended | Male staff who attended |
| --- | --- | --- |
| 39 (+23) | 21 (+13) | 18 (+10) |

# WIDENING ACCESS TO HE

The University is committed to increasing opportunities for people from a diverse range of backgrounds to participate and benefit from higher education, ensuring that everyone who has the potential to achieve in education has the opportunity.

The most recent HESA data shows that WGU is

* **1st** in the UK for Social Inclusion
* **1st** in the UK for admissions from students in receipt of DSA
* **3rd** in the UK for mature student admissions
* **8th** in the UK for admissions from deprived areas

The Widening Access Team aims to improve our success rate in engaging with and encouraging harder to reach students into education by offering a structured and targeted programme of inspiring events.

A summary of activity can be found over the page:

| **Activity Type** | **18/19** | **19/20** | **% increase/decrease** |
| --- | --- | --- | --- |
| School/College activity | 16 | 25 | +36 |
| Community activity | 29 | 19 | -34 |
| Community group visits | 9 | 9 | = |
| Welsh activity | 3 | 3 | = |
| Community modules | 2 | 1 | -50 |
| STEM events | 4 | 3 | -25 |
| 1-2-1 activity | 11 | 8 | -27 |
| Training | 6 | 6 | = |
| Virtual Activity | - | 7 | - |

Please note – virtual activity not previously reported

A decrease in a number of the types of activity undertaken during this reporting period can be seen; due to social distancing restrictions it was not possible to deliver as many face to face activities. We can however see the addition of virtual activities, due to current restrictions it has been necessary for the team to adapt their delivery and include virtual events and engagement to their offering. The team are hopeful that school and college engagement will increase over the coming year.

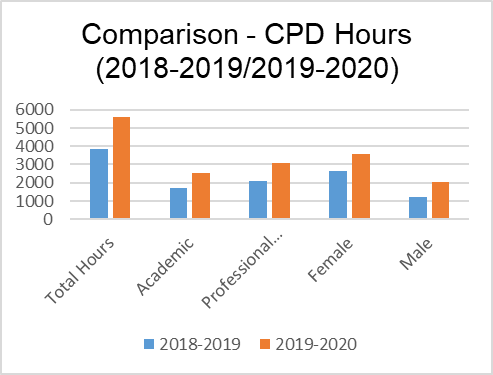
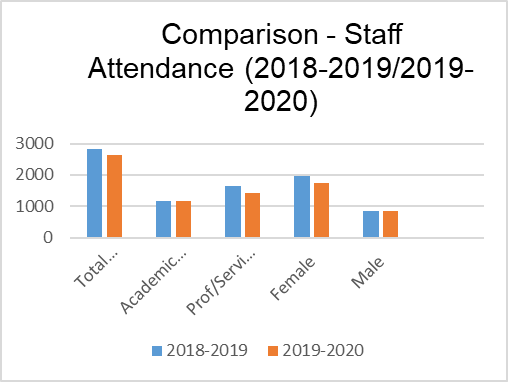
The Team have arranged a variety of activities during the reporting period of 2019-2020 including the following:

* In December, the University welcomed over 45 students from local schools to the “Smart Materials” day. Female students took part in a range of activities to inspire and engage females into “Smart Materials” and STEM careers as part of the University’s Reaching Wider Schools Programme. The day formed part of a wider programme inspiring students who have the capability but lack the confidence or support to attend university.
* The Widening Access Team were pleased to be involved in the annual Adult Learners Week which was hosted online and aimed to promote adult learning opportunities. The University supported the week by providing online open events and offering advice and guidance to adults looking to return to studying.
* Due to the Covid-19 pandemic the University offered an online confident learner course to local school 6th form students who were affected by the pandemic to provide confidence and an introduction to academic skills at university level.
* The team continues to provide advice and guidance to adults in the community who are considering furthering their education. Working in the community the Widening Access team has worked closely with 7 mature students to build confidence in their ability and they have commenced studying at WGU on courses including Policing, Health and Social Care and Youth and Community Work.
* This reporting period celebrated the 17th year that the team have delivered the Reaching Wider Schools Program, targeting LPN students. The program was reimagined this year with some events taking place successfully on campus such as the Hay Festival Scribblers Tour, a literacy festival welcoming 41 students. The SMART Materials day, and a 4-day revision and next steps support package for over one hundred learners at Rhosnesni High School also took place.
* Due to the pandemic a number of events were not able to take place on campus, however our Academic staff continue to work to engage school students to help them to pursue their passion for STEM subjects.
* The partnership with the Wrexham Pupil Referral service continued, enabling year 11 students who face barriers to education to engage with taster sessions to promote university as a preferred option for learning.

# STAFF TRAINING

Equality & Diversity updating is available to staff, including legislation updating, awareness of protected characteristics and discrimination.

The monitoring of all staff training takes place with the following data recorded for the academic year of 2019-2020



Despite the requirement to work remotely from March onwards a substantial number of staff have continued to engage with staff development activities during the academic year 2019-2020, in comparison to the previous year we can see a 7% decrease in attendance numbers.

During the academic year 2019-2020 a total of 2,620 members of staff attended staff development activities, a decrease of 193 (7%) on the previous year, which is attributed to the reduction in face to face sessions delivered due to remote working. An increase in engagement was seen during January and February due to the requirement for staff to complete H&S mandatory training online whilst remote working. Online content to support learning and teaching was introduced and that has continued to grow.

We can see a slight increase in the attendance of academic staff, with 1,182 members of academic staff updating their CPD, an increase of 2% on the previous year.

An increase of 32% in the total number of CPD hours undertaken has been recorded, which is attributed to the increased utilisation of the online H&S platform, with staff completing mandatory modules. Staff development activity has been predominantly undertaken by female members of staff and those who work in professional services roles. However we can see an increase of 4% in academic engagement and 3% in male members of staff during the academic year 2019-2020.

# EDI EVENTS & ACIVITIES

A variety of events have taken place within the University to promote inclusivity and raise awareness of Equality & Diversity, including:

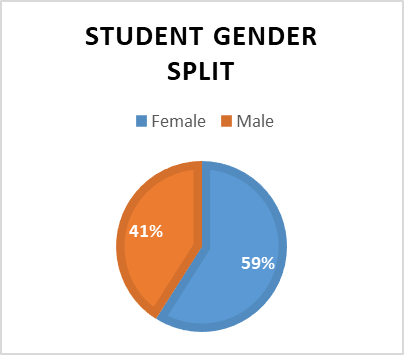
* The University topped the rankings for social inclusion in England and Wales in the Times and Sunday Times Good University Guide for another year.
* Members of the WGU LGBTQ+ Staff Network represented the University at Chester Pride in September 2019. The University hosted a stand at the event taking the opportunity to promote the University and show their support for our LGBT+ community by joining the parade.
* Discrimination Awareness sessions were delivered by Citizens Advice during December, 2020. The sessions aimed to support staff to challenge discrimination through discussion and activities.
* Staff and students wore rainbow laces on the 27th November and “came out active” to support Stonewall’s campaign to promote LGBTQ+ inclusivity within sport.
* During “Blue Monday” in January 2020, a number of activities were arranged, including Table Tennis, Badminton, Mindfulness Sessions and a coffee catch up, to support the wellbeing of our staff and students.
* In February all staff were provided with links to resources on “Time to Talk” Day, encouraging staff and students to take time out to support their wellbeing.
* LGBTQ+ Inclusion sessions were launched in February 2020, providing staff with the opportunity to ask questions, learn about gender identify and expression, terminology and learn how to challenge phobia related to LGBTQ+ people.
* During World Cultural Diversity Day in May 2020 staff were invited to take part in an online exhibition entitled “Sharing from Home” celebrating diverse cultural traditions. Staff were asked to share photo’s, drawings and paintings that reflected their cultural traditions, with the exhibition available online to view.
* Staff and students were asked to share their acts of kindness via social media during Mental Health Awareness week in May, 2020, to promote how kindness can help to support mental health and wellbeing
* During July the Wales Virtual Pride event took place, attended virtually by staff and students.
* Fiona Falkingham, an SpLD Specialist Study Skills Tutor published research on the support given to WGU students who experience dyslexia and how they translated that support to the world of work.
* The University partnered with a pioneering company who help people with rare conditions, to assist with a study into a condition affecting young people. Students were tasked with analysing data with patients, carers and families affected by a rare metabolic disease.
* As part of the University’s Civic Mission the University joined a wide range of North Wales organisations working collaboratively on The 2025 Movement, aiming to end avoidable health inequalities in the region by the year 2025. Their work includes a community of practice for people working in social prescribing, revolutionary systems leadership designed to transform how organisations tackle issues and mobile “just do” teams, who tackle a number of social issues including homelessness and food poverty. Their work was shortlisted for an award at the Guardian Public Service Awards in November, 2019. The groups work was the focus of a chapter in a publication entitled “University-Community Partnerships for Promoting Social Responsibility in Higher Education”. With contributions from Professor Claire Taylor (Deputy Vice-Chancellor) and Nina Ruddle (Head of Public Policy Engagement) the chapter explained how the University has worked to support the movement in North Wales and beyond.
* University Lecturer Steve Jarvis organised the second “Autism: Future Employment Conference”, which took place on the 31st January, 2020. The aim of the conference was to link employers with potential employees, helping to encourage them to look at ways that they can work with people who are autistic.
* During Global Accessibility Day in May, the University encouraged staff to talk, think and learn about digital access and inclusion and people with differing disabilities. The Digital Learning Team delivered a number of sessions to familiarise staff with available accessibility tools.
* The University established a number of groups to support staff and students whilst remotely learning/working and preparing for a potential return to campus. The Academic Continuity Group, Operational Continuity Group and Student Advisory Groups aimed to ensure that students and staff were not disadvantaged; adapting and improving the work already being undertaken through collaborative work.
* The Active Learning Framework (ALF) was developed, to support the changes in learning imposed following the covid-19 crisis and enabling our students to continue with their studies. Grounded in the University’s values of being accessible, supportive, innovative and ambitious the framework supports flexible learning, with digitally-enabled learning opportunities designed to be fully accessible.
* A number of policies and guidance documents were developed in response to the covid-19 pandemic, with the safety of our students and staff paramount, with equality impacts considered in relation to protected characteristics, ensuring new process, policies and procedures did not disadvantage any groups or individuals.
* The University signed a pledge to support the vision of Wrexham as a “Town of Sanctuary”; a town where the contribution of refugees and asylum seekers is valued and welcomed.
* Honorary Fellow, Professor Charlotte Williams OBE was appointed by the Welsh Government to lead on a working group who will advise on improving the teaching of themes relating to Black, Asian and Minority Ethnic communities and experiences across the school curriculum.
* A renowned scheme, delivering workshops for young people to engage with technology and STEM migrated to online delivery. The University, in collaboration with a number of other Welsh HEI’s provided a “Summer of STEM” online programme for anyone aged between 9 and 16 to encourage their interest in STEM subjects.
* A student discouraged from studying science in her teens won a national Forensic Science Association award. Despite a late diagnosis of dyslexia she received the Delegates Choice Award. In addition she was shortlisted, alongside a female Programme Leader at the University for a Wales STEM Award.
* In a response to the covid-19 pandemic the University has developed a number of well-being initiatives and support mechanisms to support the physical and mental well-being of our staff during the period of remote working.

# STUDENT DATA

\*\* Data provided is based on the full academic year 2019-2020. All data has been rounded using HESA’s rounding and suppression rules \*\* indicates data which has been suppressed.

Student Population

| Gender | Full-Time | Part-Time | Total |
| --- | --- | --- | --- |
| Female | 1740 (+10) | 1940 (+125) | 3680 (+135) |
| Male | 1030 (-105) | 1470 (+150) | 2500 (+45) |
| Other | 10 (+5) | \*\* | 10 |
| Total | 2780 (-90) | 3410 (+270) | 6190 (+180) |



The data reveals an increase in total student numbers of 180, with an increase of 4% seen in female students, consistent with the UK national average. There are gender imbalances at subject level, with males comprising a large majority of those studying STEM subjects and more females studying education and those allied to medicine, which aligns with national averages.

## Declarations of Disability

| **Disability** | **Total** |
| --- | --- |
| Blind or a serious visual impairment uncorrected by glasses | \*\* |
| Deaf or a serious hearing impairment | 15 (=) |
| A physical impairment or mobility issue | 20 (=) |
| A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder | 50 (+10) |
| A long standing illness or health condition | 75 (+25) |
| A mental health condition | 150 (+20) |
| Multiple disabilities | 135 (=) |
| A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D | 428 (-75) |
| A disability, impairment or medical condition that is not listed above | 30 (-5) |
| No known disability | 5285 (+210) |
| Total | 6190 (+180)) |

The figures are consistent with the increase in the total number of students, with an increase of 210 students with no known disability declared. We can see an increase in the number of students who declared a long standing illness or mental health, representative of the communications provided to reassure students of the support available at the University, which in turn may have contributed to their confidence in declaring. It could also be attributable to the general increase in mental health declarations as a consequence of the pandemic.

Disability disclosure rates have steadily increased among students in UK HEI’s; overall 12.9% of UK students disclosed as disabled, with the disability disclosure rate in Wales being 13.6%. The University has a disability disclosure rate of 15%, which can attributed to the socially inclusive environment we provide, with accessible support available for our students, which attracts students and enables them to feel sufficiently comfortable to disclose.

## Age Range - Female

| **Age Range** | **Full-time** | **Part-time** | **Total** |
| --- | --- | --- | --- |
| 0-17 | 0 (=) | 20 (+5) | 20 (+5) |
| 18-20 | 175 (-15) | 95 (+50) | 270 (+35) |
| 21-24 | 380 (-60) | 120 (-70) | 500 (-130) |
| 25-29 | 330 (+5) | 200 (-25) | 530 (-20) |
| 30-39 | 465 (+45) | 535 (+40) | 1,000 (+85) |
| 40-49 | 260 (+35) | 565 (+100) | 825 (+135) |
| 50-59 | 105 (=) | 335 (+35) | 440 (+35) |
| 60-69 | 20 (=) | 60 (=) | 80 (=) |
| 70-79 | \*\* | 10 | 10 |
| 80-89 | \*\* | 0 | \*\* |
| **Total** | **1,740 (+10)** | **1,940 (+140)** | **3,680(+150)** |

*\*\* In order to comply with data protection legislation it has been necessary to replace numbers with asterisks. The bottom line figures will not reflect total numbers shown due to redaction.*

## Age Range – Male

| **Age Range** | **Full-time** | **Part-time** | **Total** |
| --- | --- | --- | --- |
| 0-17 | 0 | 15 (-15) | 15 (-15) |
| 18-20 | 110 (-25) | 145 (+10) | 250 (-20) |
| 21-24 | 325 (-50 | 320 (-55) | 645 (-155) |
| 25-29 | 210 (-55) | 275 (-60) | 490 (-110) |
| 30-39 | 215 (+5) | 320(+115) | 535 (+120) |
| 40-49 | 105 (+5) | 235 (+105) | 345 (+115) |
| 50-59 | 45 (+10) | 125 (+60) | 175 (+75) |
| 60-69 | 15 (=) | 25 (-5) | 40 (-5) |
| 70-79 | \*\* | \*\* | \*\* |
| **Total** | **1,030 (-110)** | **1,470 (+150)** | **2,500 (+40)** |

*\*\* In order to comply with data protection legislation it has been necessary to replace numbers with asterisks. The bottom line figures will not reflect total numbers shown due to redaction.*

We can see an increase in the number of students who fall within the age range of 30-39 and 40-49 (both female and male) and the age range 50-59 in males. This could be attributed to the launch of WGU Online Course, providing a more flexible approach to learning for a number of age ranges.

We can also see a decrease in the number of students (both female and male) who fall into the age range of 21-24 and 25-29. It is important to note that 19/20 was not a typical year due to the covid-19 crisis and many courses were either cancelled or delivered in a different format, attracting less student numbers as a result.

Across the UK 57% of students are aged 21 and under, in comparison 27% of students who study at WGU full into this age range. An increase in mature students is increasing across UK HEI’s; mature students have formed a large proportion of the University’s student profile for a number of years.

## Ethnicity

| **Ethnicity** | **Full-time** | **Part-time** | **Total** |
| --- | --- | --- | --- |
| Arab | \*\* | 10 (+5) | 15 (+5) |
| Asian or Asian British – Indian | \*\* (=) | 45 (+30) | 50 (+30) |
| Asian or Asian British – Pakistani | 10 (=) | 15 (+5) | 25 (+5) |
| Asian or Asian British – Bangladeshi | \*\* (-5) | \*\* (=) | 10 (-5) |
| Black or Black British – African | 50 (=) | 85 (+55) | 135 (+55) |
| Black or Black British – Caribbean | 20 (+5) | 10 (=) | 30 (+5) |
| Chinese | \*\* (-10) | 15 (+10) | 20 (=) |
| Travellers | \*\* | 0 | \*\* |
| Information Refused | 10 (-20) | 35 (-50) | 45 (-70) |
| Mixed – White and Asian | 10 (=) | 15 (=) | 20 (=) |
| Mixed – White and Black African | 10 (=) | 15 (+10) | 25 (+10) |
| Mixed – White and Black Caribbean | 5 (-5) | 10 (+5) | 20 (+5) |
| Other Asian Background | 20 (+5) | 20 (+10) | 40 (+15) |
| Other Black Background | \*\* (=) | 10 (=) | 15 (=) |
| Other ethnic background | 15 (=) | 30 (+10) | 45 (+10) |
| Other mixed background | 10 (-5) | 20 (+5) | 35 (+5) |
| Unknown | \*\* (-5) | \*\* (-15) | 10 (-20) |
| White | 2,590 (-50) | 3,065 (+185) | 5,660 (+135) |
| **Total** | **2,780 (-90)** | **3,410 (+270)** | **6,190 (+180)** |

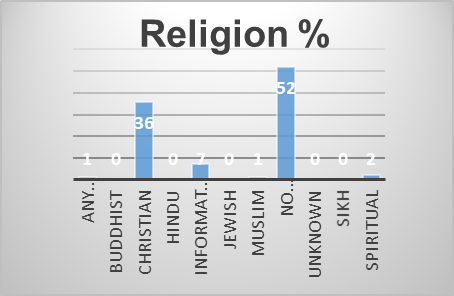
*\*\* In order to comply with data protection legislation it has been necessary to replace numbers with asterisks. The bottom line figures will not reflect total numbers shown due to redaction.*

An increase in total numbers recorded can be seen, consistent with the general increase in the student population. In particular, in relation to students who identify as Asian or Asian British (Indian), with an increase of 60% and students who identify as Black or Black British (African), with an increase of 41%, which can be attributed to the increase of WGU Online students between academic years 18/19 and 19/20.

23.6% of students across UK HEI’s identify as BAME; in comparison 9% of students at WGU identifying as BAME, which is representative of the local population. Work continues to attract a more diverse student demographic to the University.

## Religion/Sexual Orientation

A reduction of 2% can be seen by students who identify as Christian, compared to the previous year. We can also see an increase of 3% in the number of students who declared that that they have no religion or belief.

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We are pleased to report an increase of 50 students who chose to disclose that they were either bisexual, a gay man or a lesbian. The University is a Stonewall Diversity Champion and has undertaken a significant amount of work to promote an inclusive environment for students who identify as LGBTQ+. We can, however see an increase of 45 students who selected the “information refused” category, which indicates that further activity is required to ensure that our students/potential students feel comfortable when disclosing their sexuality within our learning environment.

## Student Achievement

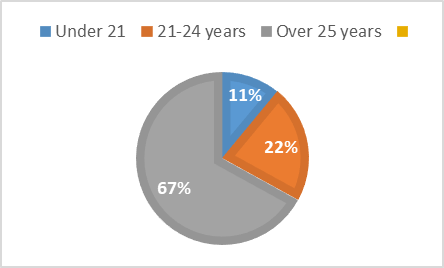
| **Degree Classification** | **Total Awards** |
| --- | --- |
| Foundation Degree | 30 (-50) |
| Professional Graduate Certificate in Education | 40 (-5) |
| Other Undergraduate | 1,325 (-230) |
| HND/DipHE | 20 (=) |
| First Degree | 665 (-120) |
| Doctorate | 5 (-5) |
| Other Postgraduate | 175 (-105) |
| **Total** | **2,2265 (-515)** |

| **Ethnicity** | **Doctorate** | **First Degree** | **Foundation Degree** | **HND/DipHE** | **Other Postgrad** | **Other Undergrad** | **Cert of Education** | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Arab |  |  |  |  |  | \*\* |  | \*\* |
| Asian or Asian British - Bangladeshi |  | \*\* |  |  | \*\* | \*\* |  | \*\* |
| Asian or Asian British - Indian |  | \*\* |  | \*\* | \*\* | \*\* |  | 10 |
| Asian or Asian British - Pakistani |  | \*\* |  |  | \*\* | \*\* |  | \*\* |
| Black or Black British - African |  | \*\* | \*\* |  | \*\* | 20 |  | 30 |
| Black or Black British - Caribbean |  | 10 |  | \*\* | \*\* |  |  | 10 |
| Chinese |  | \*\* |  |  | \*\* | \*\* |  | \*\* |
| Information refused |  | \*\* |  |  | \*\* | 20 |  | 25 |
| Mixed - White and Asian |  | \*\* |  |  |  | \*\* |  | \*\* |
| Mixed - White and Black African |  | \*\* |  | \*\* |  | \*\* |  | 10 |
| Mixed - White and Black Caribbean |  | \*\* |  |  |  | \*\* |  | \*\* |
| Not known |  | \*\* |  |  | \*\* | \*\* |  | \*\* |
| Other Asian background |  | \*\* |  |  |  | \*\* |  | 10 |
| Other Black background |  | \*\* |  |  | \*\* | \*\* |  | \*\* |
| Other ethnic background |  |  |  |  | \*\* | \*\* | \*\* | 10 |
| Other mixed background |  | \*\* |  |  | \*\* | 10 |  | 10 |
| White | \*\* | 630 | 30 | 15 | 160 | 1,230 | 40 | 2,110 |
| **Total** | **\*\*** | **665** | **30** | **20** | **175** | **1,325** | **40** | **2,265** |

*\*\* In order to comply with data protection legislation it has been necessary to replace numbers with asterisks. The bottom line figures will not reflect total numbers shown due to redaction.*

No significant changes can be seen in comparison to the previous year.

## Student – Leavers



Of the total 6,190 students enrolled across all programmes during the academic year 2019-2020, 580 left the University, a small increase of 3 leavers can be seen compared to the previous academic year. 67% of leavers were aged over 25 years of age; monitoring continues to identify common themes and inform remedial activity to reduce this number going forward.

There are no significant changes in relation to the data collated in relation to religion, sexual orientation or disability.

During this academic year emphasis continued to take place in relation to the monitoring of attendance, with academic staff contacting student much sooner after a period of absence than previous years. In addition students were asked their “reason” for withdrawing, leading to more timely contact being made to encourage them to remain in study.

| **Religion**  **Belief** | **Academic Failure** | **Excl.** | **Finance** | **Empl.** | **Health** | **Other** | **Pers** | **Trans HEI** | **Unknown** | **Written off after lapse of time** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Any other religion or belief** | 10 |  |  |  |  |  | \*\* |  |  | \*\* |
| **Buddhist** | \*\* |  |  |  |  |  |  |  |  |  |
| **Christian** | 100 |  | \*\* | \*\* | \*\* | \*\* | 25 | \*\* | \*\* | 15 |
| **Hindu** | \*\* |  |  |  |  |  |  |  |  |  |
| **Information Refused** | 20 |  | \*\* |  | \*\* |  | \*\* | \*\* |  | \*\* |
| **Jewish** |  |  | \*\* |  |  |  |  |  |  |  |
| **Muslim** | \*\* |  |  |  |  | \*\* | \*\* |  |  |  |
| No Religion | 145 | \*\* | \*\* | \*\* | 20 | \*\* | 45 | 10 | \*\* | 35 |
| Spiritual | \*\* |  |  |  |  |  | \*\* |  |  |  |
| Unknown | \*\* |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sexual Orientation | Academic Failure | Excl. | Finance | Employment | Health Reasons | Other | Personal | Transfer HEI | Unknown | Written off after lapse of time \*\* |
| Bisexual | \*\* (-5) |  |  |  | \*\* | \*\* |  |  |  | \*\* |
| Gay man | \*\* |  |  |  |  |  | \*\* |  |  |  |
| Lesbian | \*\* |  |  |  | \*\* |  | \*\* |  |  | \*\* |
| Heterosexual | 245 (-25) | \*\* | \*\* | \*\* | 20 (=) | 10 (-10) | 60 (=) | \*\* | 10 (=) | 45 (-20) |
| Information refused | 25 (-10) |  |  |  | \*\* |  | 15 | \*\* | \*\* | \*\* (-20) |
| Other | \*\* |  |  |  |  |  |  | \*\* |  | \*\* |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Declared Disability** | **Academic Failure** | **Excl.** | **Finance** | **Emp** | **Health Reasons** | **Other** | **Personal** | **Transfer HEI** | **Unknown** | **Written off after lapse of time \*\*** |
| Two or more impairments | \*\* |  |  |  | \*\* | \*\* |  |  |  |  |
| Long standing illness/health condition | \*\* |  |  |  | \*\* | \*\* |  | \*\* |  |  |
| Mental Health Condition | \*\* |  |  |  | \*\* | \*\* |  |  |  | \*\* |
| Physical impairment/Mobility |  |  |  |  |  | \*\* |  |  |  |  |
| Social/Communication impairment | \*\* |  |  |  | \*\* | \*\* |  | \*\* |  |  |
| Specific learning difference | 15 (-15) |  |  | \*\* |  |  | 10 |  |  | 10 |
| Blind or serious visual impairment | \*\* |  |  |  |  |  |  |  |  |  |
| No know disability | 295 (+10) | \*\* | 10 | \*\* | 15 (=) | 15 (-5) | 70 (+10) | 10 (-5) | 10 (+5) | 40 (-30) |

\*\* *Written off after a lapse is where the student fails to engage after withdrawing and no information can be obtained from them (after several attempts to obtain such information) as to the reason they have withdrawn from study. \*\* In order to comply with data protection legislation it has been necessary to replace numbers with asterisks.*

# STAFF DATA



A break-down of employment information can be found within the remainder of this report, it should be noted that these figures do not include sessional and casual members of staff in line with HESA reporting requirements. The following data was captured between the dates of 1 August 2019 to 31 July 2020.

## GENDER - Staff

| **Gender** | **Number of Staff** | **%** |
| --- | --- | --- |
| Female | 336(+2) | 61 |
| Male | 213 (=) | 39 |
| **Total** | **549 (+2)** | **100** |

The data reflects an increase in 2 permanent members of female staff compared to the previous year.

Women remain underrepresented amongst academic staff, staff in STEM subject areas and in senior management roles across UK HEI’s. 61% of the workforce at WGU are female, which is higher than the UK national average, with 54% of staff working in UK HEI’s being female. Data relating to staff and role categories can be found below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **No of Staff** | | | **%** | | |
| **Staff Category** | **Male** | **Female** | **Total** | **Male** | **Female** | **Total** |
| Academic | 86 (-8) | 113 (-4) | 199 (-12) | 16 | 21 | 36 |
| Professional | 127 (+8) | 223 (+6) | 350 (+14) | 23 | 41 | 64 |
| **Grand Total** | **213 (=)** | **330 (+4)** | **549 (+2)** | **39** | **61** | **100** |

Data reveals a similar pattern to those of the previous year.

## CONTRACT TYPE

| **Contract** | **Male** | **Female** | **Total** | **Male%** | **Female%** | **Total%** |
| --- | --- | --- | --- | --- | --- | --- |
| **Permanent** | **186 (-3)** | **288 (-5)** | **474 (-8)** | **39.2** | **60.8** | **86.3** |
| Full-Time | 143 (-3) | 191 (+9) | 334 (+6) | 42.8 | 57.2 | 60.8 |
| Full-Time, Term Time | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| Part-Time | 43 (+2) | 97 (-3) | 140 (-1) | 30.7 | 69.3 | 25.5 |
| Part-Time, Term Time | \*\* | 9 (-1) | 10 (-1) | 10.0 | 90.0 | 1.8 |
| **Fixed Term** | **27 (+3)** | **48 (+7)** | **75 (+10)** | **36.0** | **64.0** | **13.7** |
| Full-Time | 17 (+5) | 18 (+2) | 35 (+7) | 48.6 | 51.4 | 6.4 |
| Full Time, Term Time (not previously monitored) | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| Part-Time | 10 (-2) | 30 (+6) | 40 (+4) | 25.0 | 75.0 | 7.3 |
| Part-Time, Term Time | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Total** | **213 (=)** | **336 (+2)** | **549 (+2)** | **38.8** | **61.2** | **100** |

*\*\* In order to comply with data protection legislation it has been necessary to replace numbers with asterisks. The bottom line figures will not reflect total numbers shown due to redaction.*

Data reveals a similar pattern to contract types to those of the previous year.

## AGE

| **Gender by Age** | **Male** | **Female** | **Total** | **Male** | **Female** | **Total** |
| --- | --- | --- | --- | --- | --- | --- |
| **20 & under** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **21-30** | 28 (+7) | 35 (+3) | 63 (+10) | 5.1 | 6.4 | 11.5 |
| **31-40** | 41 (-2) | 85 (=) | 126 (-2) | 7.5 | 15.5 | 23 |
| **41-50** | 52 (-3) | 90 (+7) | 142 (+4) | 9.5 | 16.4 | 25.9 |
| **51-60** | 64 (=) | 95 (-5) | 159 (-5) | 11.7 | 17.3 | 29 |
| **61-65** | 15 (-6) | 24 (-2) | 39 (-8) | 2.7 | 4.4 | 7.1 |
| **66 & over** | 12 (+4) | 7 (=) | 19 (+4) | 2.2 | 1.3 | 3.5 |
| **Total** | 213 (=) | 336 (+2) | 549 (+2) | 38.8 | 61.2 | 100 |

Data reveals a similar pattern to our staff’s age profile in comparison to the previous year. An increase can be seen between the ages of 21 and 30, which could be attributed to the continued increase in the number of Apprentices (confirmed in post), Interns and GTA’s employed by the University during this period. Across UK HEI’s staff the majority are aged between 31 and 55, with WGU consistent with national averages.

| **Disability** | **Male** | **Female** | **Total** | **Male** | **Female** | **Total** |
| --- | --- | --- | --- | --- | --- | --- |
| **No known disability** | 194 (+4) | 302 (+10) | 496(+14) | 35.3 | 55.0 | 90.3 |
| **Two or more impairments and/or disabling conditions** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D** | \*\* | \*\* | 7 (-3) | \*\* | \*\* | 0.1 |
| **A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy** | \*\* | 10 (-1) | 12(-1) | \*\* | 1.8 | 2.2 |
| **A mental health condition, such as depression, schizophrenia or anxiety disorder** | 5 (=) | \*\* | 6 (=) | 0.90 | \*\* | 1.1 |
| **A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Deaf or serious hearing impairment** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **A social/communication impairment (not previously monitored)** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **A disability, impairment or medical condition that is not listed above** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Information refused** | 7 (-1) | 10 (-5) | 17 (-6) | 1.3 | 1.8 | 3.1 |
| **Total** | 213 (=) | 336 (+2) | 549 (+2) | 38.8 | 61.2 | 100 |

*\*\* In order to comply with data protection legislation it has been necessary to replace numbers with asterisks. The bottom line figures will not reflect total numbers shown due to redaction.*

No significant changes can be seen with regards the disability of staff based on the previous year’s data. The “information refused category” has decreased during this reporting period, which is very encouraging following the work undertaken to encourage our staff to disclose their protected characteristics. Disclosure rates amongst staff working in HEI’s have consistently increased within the last decade, with disclosure rates in Wales 5.7% higher than the UK national average, in line with the reduction seen in “information refused” at WGU.

Among both professional and academic staff (UK Nationally) the most commonly disclosed impairment types were long-standing illness or health condition, which correlates with those conditions disclosed by staff at WGU.

| **Ethnicity** | **Male** | **Female** | **Total** | **Male** | **Female** | **Total** |
| --- | --- | --- | --- | --- | --- | --- |
| **White** | 188 (+2) | 314 (-1) | 502 (+1) | 34.2 | 57.2 | 91.4 |
| **Black or Black British – African** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Asian or Asian British – Indian** | \*\* | \*\* | 6 (=) | \*\* | \*\* | \*\* |
| **Asian or Asian British – Pakistani** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Asian or Asian British – Bangladeshi** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Chinese** | \*\* | \*\* | 8 (=) | \*\* | \*\* | \*\* |
| **Other Asian background** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Mixed – White and Black African** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Mixed – White and Asian** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Mixed – White and Black Caribbean (not monitored previously)** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Other Mixed background** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Arab** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Other ethnic background** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Not known** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Information refused** | \*\* | 6 (=) | 10 (-1) | \*\* | \*\* | \*\* |
| **Total** | 213 (=) | 336 (+2) | 549 (+2) | 42.1 | 61.2 | 100 |

*\*\* In order to comply with data protection legislation it has been necessary to replace numbers with asterisks. The bottom line figures will not reflect total numbers shown due to redaction.*

No significant changes can be seen with regards the ethnicity of staff based on the previous year’s data. Staff working in HEI’s have increasingly become more ethnically diverse, with an increase UK wide in BAME staff most pronounced among academics. Inequalities persist nationally with lower proportions of both UK and non-UK BAME staff than White staff on permanent contracts, in senior management positions and on higher salary bands and this is consistent with the demographic of staff at WGU. Work continues to attract a more diverse workforce to the University.

HESA returns reveal that the number of institutions returning information (UK wide) on religion and belief and sexual orientation were similar to the previous academic year. Similarly at WGU no significant changes can be found, a breakdown can be found below.

## RELIGION AND BELIEF

An increase of 5.3% can be seen in the number of staff who declared that they do not have a religion. Data reflects an encouraging decrease of a further 3.7% in the number of staff who refused to provide information; work will continue to provide assurance to staff to encourage them to disclose their information.

## SEXUAL ORIENTATION

No significant changes can be seen with regards the sexual orientation of staff based on the previous year’s data, however we can see a small increase in the disclosure of both staff who identify as bisexual (+0.4) and lesbian (+0.15). Data reflects a further decrease of 2.44% in the number of staff who refused to provide information.

## MATERNITY/ADOPTION

It is not possible to report on maternity and adoption due to the low numbers involved in line with data protection legislation.

# BOARD OF GOVERNORS

Governor diversity continues to be monitored by the Board’s Nominations and Governance Committee. The Board seeks to remove any barriers that might deter people from expressing an interest in joining the Board and applications are welcome from people from all backgrounds for consideration.

The gender balance of the membership of the Board at the end of the academic year 2019-2020 was 50% female and 50% male, slightly above the average of 40% of women holding places on UK HEI governing bodies, making it amongst the 55% of governing bodies that are gender balanced with between 40% and 60% female members[[1]](#footnote-1)[1]. The Board has committed to the development of a diversity and inclusion strategy with a view to increasing the general diversity of the Board in recruiting to vacancies.

1  Norma Jarboe OBE/<https://womencountblog.files.wordpress.com/2018/11/womencount-report-2018_web-version_new-final.pdf>/2018

# GENDER PAY

The gender split of the University’s staff is 61% female and 39% male.

The mean gender pay gap for the whole organisation is 7.77% in favour of males, with the median gender pay gap standing at 2.90% in favour of males. According to analysis carried out by Times Higher Education, the mean average pay gap across the HE sector stands at 15.9% in favour of males, with 30 institutions reporting gaps in excess of 20%. The Times Higher also report that the median pay gap across the HE Sector stands at 16.5%.

**All Staff Mean Hourly Rates**

| Males | Females |
| --- | --- |
| £20.82 | £19.32 |

**All Staff Median Hourly Rates**

| Males | Females |
| --- | --- |
| £19.69 | £19.12 |

The mean and median gender pay gaps calculation is based on the mean and median hourly pay rates for all substantive staff employed on 1st August, 2019. This shows the difference in average earning (in terms of mean and median earning) between women and men across the University. On average based on the mean gender pay gap calculation women are paid £1.50 per hour less than men. Based on the median calculation women are paid £0.57 per hour less than men.

## Proportion of males and females in each pay quartile

| Quartile | Female % | Male % |
| --- | --- | --- |
| Lower Quartile | 63.93 | 36.07 |
| Lower Middle Quartile | 59.26 | 40.74 |
| Upper Middle Quartile | 65.07 | 34.93 |
| Upper Quartile | 51.82 | 48.18 |

Based on the overall gender split of the organisation, there is a disproportionately high level of females in the lowest paid roles.  Whilst overall there are a higher proportion of females in the upper quartile, there is a higher proportion of males in senior roles within the academic staff group, from Principal Lecturer upwards.  This is a known phenomenon across HE where there is an under-representation in female senior academics rather than a disparity in rates of pay between males and females doing the same work.  There is a low turnover of staff within this role type, therefore any movement within these groups will take time to become apparent.

The mean gender pay gap for the whole organisation is 9.56% in favour of males, with the median gender pay gap standing at 5.71% in favour of males. According to analysis carried out by Times Higher Education, the mean average pay gap across the HE sector stands at 15.9% in favour of males, with 30 institutions reporting gaps in excess of 20 per cent. The Times Higher also report that the median pay gap across the HE Sector stands at 16.5%.

Based on the overall gender split of the organisation, there is a disproportionately high level of females in the lowest paid roles.  Whilst overall there are a higher proportion of females in the upper quartile, there is a higher proportion of males in senior roles within the academic staff group, from Principal Lecturer upwards.  This is representative across HE where there is an under-representation in female senior academics rather than a disparity in rates of pay between males and females doing the same work.

The University introduced a structured development programme aimed at staff aspiring to management level; to incorporate both academic and professional services staff.  Female staff who have expressed promotional aspirations are encouraged to attend tailored developmental programmes to provide opportunities to enable them to apply for future management/leadership roles within both professional services and academic roles.  This will be addressed by using the following methods:

* The delivery of the WGU Staff Development Programme; a modular course which includes topics such as Leadership Styles/Philosophies, Influencing and Coaching.  A targeted approach is taken towards attendance, with those female staff who have either self-identified or been nominated by their line managers being approached to undertake the course.
* The continued delivery of the Effective Programme Leadership course; a modular course aiming to support existing and aspiring Programme Leaders within their academic roles, providing a platform to identify future talent, with female staff being targeted to attend.
* The University provided 11 female members of staff with the opportunity to undertake Advance HE’s Aurora Development Programme during this reporting period. To internally support the selected staff a number of female members of the Executive Leadership Team acted as role models and mentors to the group. The programme will continue during academic year 2020-2021 with 10 females being provided with the opportunity to apply for funding and partake in the development programme. In total within the 3 years that the University has participated in the programme a total of 26 female members of staff will have benefitted.
* The University will launch a mentorship scheme aimed at all staff; providing the opportunity to identify female members of staff who would benefit from shared experience with a female mentor.
* The University is now a member of the Wales Women in STEM network, which aims to address barriers that face women working in Science, Technology, Engineering and Maths. Consideration is taking place in relation to a University wide application for the Athena Swan Charter.

**Ethnic and Disability Pay Gaps**

The Ethnic pay gap is minus 8.48%, this means that on average BAME staff are paid 8.48% more than non BAME staff. This is due to the prevalence of BAME staff in higher paid academic roles, the majority being graded at Senior Lecturer and above.

The Disability pay gap is 9.29%, this means that on average staff who have declared a disability are paid 9.29% less than non-disabled staff. Two thirds of staff who have declared a disability are graded at OA5 and below. Only one member of staff on a senior staff grade has declared a disability

# RECRUITMENT

The following data reflects the recruitment activity undertaken during the academic year 2019-20, between the period 01/08/19 to 31/07/20. During this reporting period, 1,264 online applications were received, an increase of 203 on the previous year. During this period the University experienced an increase in vacancies, adopted a strategic approach to the recruitment of sessional staff by advertising for a “pool” of sessional lecturers and recruited for the delivery of the WGU Online programme launched this year, which attracted more applicants during this period.

We can see an increase of 5.22% in applications made by males and a reduction of 4.02% by females

An increase of 5.28% can be seen in the number of applications received by those aged between 21 and 30, with a 3% decrease seen in applications received by individuals aged between 31 to 40 and those aged between 51 to 60.

We can see an increase of 8.13% in the number of applicants who declared that they have no religion or belief, there are no other significant changes in comparison to the previous year’s data.

No significant changes can be seen with regards the data relating to the sexual orientation or disability of applicants based on the previous year’s data

An increase of 5% in white applicants and a 4% decrease in applicants who identify as other ethnicities can be seen in comparison to the previous year’s applicants. Increasing the diversity of our staff profile is a key objective within the University Strategic Equality Plan, with the Race Equality Group prioritising this has a key priority.

# EMPLOYMENT - LEAVERS

The following data was captured between the dates of 1 August, 2019 to 31 July, 2020.

## LEAVERS BY GENDER

| **Gender** | **No. of Staff** |
| --- | --- |
| Female | 49 (-2) |
| Male | 20 (-12) |
| **Total** | **69 (-14)** |

The data reveals that 69 members of staff left employment during the reporting period, a decrease of 14 on the previous reporting cycle.

71% of leavers were female; the University’s gender profile reveals that 61% of our workforce is female, therefore correlates that a larger proportion of our leavers would be female. During this period a number of departments were also involved in a restructure process which were largely staffed by females.

## LEAVERS BY AGE

No significant changes can be seen based on the previous year’s data.

| **Age** | **No. of Staff** | **%** |
| --- | --- | --- |
| 21-30 | 7 (=) | 10.1 |
| 31-40 | 17 (-7) | 24.6 |
| 41-50 | 14 (-6) | 20.3 |
| 51-60 | 19 (+2) | 27.5 |
| 61-65 | 7 (-5) | 10.1 |
| 66 and over | \*\*(-4) | 7.2 |
| **Total** | **83 (-11)** | **100** |

*\*\* In order to comply with data protection legislation it has been necessary to replace numbers with asterisks. The bottom line figures will not reflect total numbers shown due to redaction.*

## Additional Information

No significant changes can be seen with regards the ethnicity of staff who have left the employment of the Institution. In comparison to the previous reporting period we can see an increase of 10% in the number of staff with declared disabilities who have left employment, with further analysis and monitoring required to identify common themes and inform remedial activity to reduce this number going forward. In relation to religion we can see an increase of 7% of those leavers who identify with Christian belief and an increase of 4.8% of those leavers who do not have a religion or belief.

We can see an encouraging decrease in the “information refused” category which allows leavers to declare their protected characteristic in the following areas:

Disability – a decrease of 9.6%

Sexual Orientation – a decrease of 2.1%

Religion – a decrease of 9.6%

# MATERNITY/ADOPTION

It is not possible to report on maternity and adoption due to the low numbers involved in line with data protection legislation.

Due to suppression thresholds, we are unable to publish data relating to Grievance and Disciplinary, in order to protect the identity of those involved.

# GRIEVANCE/DISCIPLINARY

**WGU – Working to inspire and enable, transforming people and places and driving economic, social and cultural success**



1. [↑](#footnote-ref-1)